



High Ability Language Arts Units – Grade 4 Change: Making a Difference Classroom Management for Differentiation – June 2015	
Lesson Number	Suggestions for Facilitating Grouping
Lesson 1	While high ability students are taking pre-tests, other students might be engaged in small group reading or math activities that the high ability students do not need to do.
Lesson 2	Students will work in ability specific reading groups. Students who are unable to think at the analysis, synthesis, and evaluation levels of Bloom may not be able to complete this activity. These students might be working in centers at this time.
Lesson 3	High ability, above average and high average students should be able to complete the vocabulary research component of this lesson. Remaining students could be engaged in ability appropriate vocabulary or spelling lessons at the same time.
Lesson 4	<ul style="list-style-type: none"> • The discussion of biography can include the whole class. Some questions may need to be simplified to be more inclusive. All students would benefit from hearing the comments of students from all ability levels. • Some students may need the support of a smaller reading group to construct a timeline and determine the effect of a person's life on the rest of the world.
Lesson 5	This lesson has been modified to make content available to all students by using books suited to many reading levels. Group students according to interest; use jigsaw grouping for sharing
Lesson 6	Use the same interest and jigsaw groups that were used in Lesson 5. This lesson is a continuation of Lesson 5.
Lesson 7	Use the same interest and jigsaw groups that were used in Lesson 5. This lesson is a continuation of Lesson 5.
Lesson 8	All students can listen to Tecumseh's speech together. Close reading lessons will happen in small reading groups. Students will be grouped in quads and trios to play the dice game. Other students will be engaged in reading appropriate activities at centers, in small groups, or working independently.
Lesson 9	All students will benefit from a discussion of perspective before HA students begin the creative problem solving exercise. Cluster group the high ability students to engage in the problem solving

	exercise at a time when other students are working on material the HA students do not need (or have been compacted out of completing).
Lesson 10	Students will work in whole group, small groups, and jigsaw groups. Using the alternate questions and scaffolded lesson will include more students in this activity.
Lesson 11	Teach this lesson in clustered reading groups. Students who are unable to comprehend the poetry should be working out leveled readers or with leveled materials in their own groups.
Lesson 12	Use the same interest groups formed in Lesson 5. The content of this lesson should be accessible to most students.
Lesson 13	Use the same interest groups formed in Lesson 5. Multiple groups will be working simultaneously on a variety of projects. Teacher circulation during work time will help maintain group focus and make the teacher available to answer questions.
Lesson 14	Use the same interest groups formed in Lesson 5. Students will complete this lesson in their small reading groups. While the teacher is working with one or even two groups at a time, other students should be engaged in centers, independent small group reading activities, or reading independently.
Lesson 15	Introduce tally tables, frequency tables, and line plots in a whole group math lesson to provide background knowledge for all students. Divide students into groups based on their ability to complete the suggested assignments.
Lesson 16	<ul style="list-style-type: none"> • Whole group instruction for the video. Small groups work together using reading ability appropriate books or videos. All groups can work at the same time. When groups complete their small group assignments, they are brought back to the whole group for discussion and further instructions. Students then return to small groups to work. The teacher is to circulate among the working groups to maintain group focus and to answer questions as they arise. • Whole group grammar lesson using generic sentences or small group lessons using customized sentences. If an aide is available, use the small group option to enhance comprehension for students in the lower ability reading groups.
Lesson 17	Reading groups formed by ability. This lesson has been made accessible to all students based on reading ability.
Lesson 18	Maintain reading groups formed by ability. Groups will meet with the teacher for instructions and discussion. While the teacher is working with small groups, other students are working on the assignment, continuing to read their novels, discussing the novels, or working on other assigned work.
Lesson 19	Maintain reading groups formed by ability. While the teacher

	works with one group of students, others should be working on the assigned novel, participating in center activities, or working independently on other assigned work.
Lesson 20	Provide small group instruction for high ability students; whole class instruction for general education students; or modify instruction to include all students. Use a workshop approach for this writing assignment.
Lesson 21	<ul style="list-style-type: none"> • Use compacting. High ability students are to complete the suggested lesson while other students are completing a lesson out of which the high ability students have tested • Or use cluster grouping, with high ability students in one group, and other students working in two or three small groups. Very low readers might be brought into the discussion by providing a video on the selected current event issue. • While the teacher is working with one group of students at a time, the other groups are continuing research and reading for this lesson, doing additional research, discussing the issue in their small groups, or working on another reading activity independently.
Lesson 22	<ul style="list-style-type: none"> • Group High Ability students separately for the High Ability Lesson. While the teacher is working with HA students, the rest of the class could be engaged in reading or writing workshop, center activities, or skill practice as deemed necessary by the teacher. • Identifying facts and opinions (as suggested in the attached lesson) and viewing the <i>Brainpop</i> video would probably benefit all students. • While the teacher is working with other students, the remainder of the class should be working to identify facts and opinions in other pieces of writing.
Lesson 23	Assign initial readings to general ability students before working with HA students. Once HA students have begun work, meet with general ability students to discuss perspective. Groups and individuals can work simultaneously. Share products in a whole group session.
Lesson 24	HA students will need instruction to complete this assignment. Get other students started on a smaller writing assignment using a writing workshop format. Circulate between the HA students and the remainder of the class to provide needed support and instruction.
Lesson 25	Reading instruction can take place in small reading groups. All students can work in heterogeneous groups on the science portion of the lesson. While small groups are working with the teacher, the rest of the class should be working on reading block

	activities or making observations for one of the science groups.
Lesson 26	Cluster group HA students for higher levels of thinking; use heterogeneous grouping or whole class grouping for the remainder of the class; if the optional autobiographical writing is included, students will work in a writing workshop format. If the autobiographical writing suggestion is used, some students can be writing while the teacher consults with HA students.